

# **Title III English Language Proficiency Annual Measurable Achievement Objectives 2004-2005**

## **INTERPRETIVE GUIDE**

This document gives information on understanding Annual Measurable Achievement Objectives (AMAOs) derived from data collected from the annual state-approved English language proficiency assessment administered during the 2004-2005 school year. As required under Title III of the No Child Left Behind Act of 2001, each state must set Annual Measurable Achievement Objectives or targets for cohorts of students designated limited English proficient.

### **Annual Measurable Achievement Objectives (AMAOs)**

Under Title III of No Child Left Behind, each state must set AMAOs or targets for cohorts of LEP students in

- a. making progress in learning English according to state English Language Proficiency Standards;
- b. attaining English proficiency as measured by a valid and reliable English language proficiency assessment; and,
- c. making adequate yearly progress (AYP) on state academic assessments under Title I.

Title III also holds each district serving LEP students accountable for making progress towards meeting the state AMAOs. Districts are considered to have met Title III AMAOs if all cohorts met English language proficiency progress and attainment goals and the LEP subpopulation made AYP in Reading, Mathematics, and participation under Title I.

Kentucky set its state targets or AMAOs for progress and attainment of English language proficiency by cohorts of LEP students based on English language proficiency assessment results from the 2002-2003 base year. In consultation with educators of English language learners in Kentucky, cohorts of LEP students were defined based on

1. their number of years of instruction in a US school, and
2. whether they had formal schooling versus limited or no formal schooling experience in their country of origin.

LEP students with formal schooling were placed into cohorts based on their number of years of instruction in a US school and expected to attain English language proficiency in five (5) years. LEP students with limited or no formal schooling were placed into cohorts based on their number of years of instruction in a US school and expected to attain English language proficiency in seven (7) years.

### **Cohorts**

#### **Formal Schooling**

Kentucky LEP students with formal schooling were placed into five cohort groups based on the number of years enrolled in an English language instructional program. Year 1 Cohort refers to students who have received less than two years of English language instruction, and Year 5

Cohort refers to students who have received five or more years of English language instruction in or out of the district.

Cohort	# Years of Instruction in a US School
1	< 2
2	2 to <3
3	3 to <4
4	4 to <5
5	5 and over

Annual progress and attainment goals for each of these cohorts also considered these students' entry proficiency level. (Their proficiency level when they first enrolled in the language instructional program impacts the rate at which they make progress in learning English and in acquiring English proficiency.) The state's goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in five years of English language instruction.

### **Limited or No Formal Schooling**

Kentucky LEP students with limited or no formal schooling were placed into seven cohort groups based on the number of years enrolled in an English language instructional program.

Cohort	# Years of Instruction in a US School
1	<2
2	2 to <3
3	3 to <4
4	4 to <5
5	5 to <6
6	6 to <7
7	7 and over

The state's goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in seven years of English language instruction.

### **Protocol Used for the Determination of Cohorts**

**Step 1:** The Number of Years a K-12 student has been enrolled in a US school (# Yrs. *Enrolled in US School* on the LEP export) based on a calculation from the ***First US School Entry*** date entered on the LEP screen in STI.

**Step 2:** If information referenced in Step 1 was invalid or missing, the date ***Identified LEP*** entered on the LEP screen in STI (*Date Identified LEP* on the LEP export) was used to calculate the Number of Years in a US School.

**Step 3:** If information referenced in Step 1 or Step 2 was invalid or missing, the date ***Enrolled LEP*** (*Date Enrolled in Language Education* on the LEP export) was used to calculate the Number of Years in a US School.

## **Progress Goal**

### **Grades 2-12**

Kentucky LEP students in Grades 2-12 were assessed using the Language Assessment Scales (LAS) or the IDEA Proficiency Test (IPT), and their proficiency levels from the Oral, Reading and Writing Components were combined and mapped onto the state English Language Proficiency Standards at five levels: Beginning (B), Lower Intermediate (LI), Upper Intermediate (UP), Advanced (Ad), and Attained (At). The annual progress goal (state or district) is the percentage of LEP students in each cohort who progressed by one proficiency level, e.g. Beginning to Lower Intermediate.

<b>Kentucky English Language Proficiency Levels</b>	<i>Language Assessment Scales (LAS)</i>	<i>IDEA Proficiency Test (IPT)</i>
	<b>Composite Scores</b>	<b>Composite Scores</b>
Beginning	3-4	3-4
Lower Intermediate	5-6	5-6
Upper Intermediate	7-8	7
Advanced	9	8
Attained	10-11	9

### **Grades K and 1**

Kentucky LEP students in Grades K-1 (Primary P1-P2) were assessed using the Pre-LAS/LAS Oral or the Pre IPT/IPT Oral. The annual progress goal (state or district) is the percentage of LEP students in this cohort who progressed by at least one score on the LAS or IPT.

## **2004-2005 Progress Protocol**

Any LEP student in Grades 1-12 enrolled for the first time in a Kentucky school in 2004-2005 was not included in the progress calculations since he/she did not have a 2003-2004 Kentucky proficiency level. All kindergarten LEP students in 2004-2005 were not included in progress calculations.

### **Progress for Grades 3-12**

An LEP student was considered to have made progress when he/she gained one or more Kentucky Proficiency Level(s) (B, LI, UI, Ad, At) from 2003-2004 to 2004-2005.

**FOR THIS YEAR ONLY:** In cases where a student was missing one or more of the Oral, Reading or Writing test component levels in 2004-2005 but has 2003-2004 (previous year)

levels of the assessment, the previous year levels for those missing components were used for the summation calculation in order to determine his/her Kentucky proficiency level for 2004-2005.

In cases where a student was missing one or more of the Oral, Reading or Writing test component levels in 2003-2004 but had 2004-2005 levels, the current year levels were used in order to assign his/her Kentucky proficiency level for 2003-2004. In cases where a student was missing all Oral, Reading and Writing component levels in 2003-2004, he/she was considered to have not made progress in 2004-2005.

### **Progress for Grade 2**

A Grade 2 LEP student was considered to have made progress when the student's 2004-2005 Kentucky proficiency level was greater than the summation of his/her 2003-2004 LAS/IPT oral score plus 2. The plus 2 calculation accounts for the lack of Reading and Writing scores in Grade 1. The lowest possible score a student can obtain for the Reading and Writing assessments is a 1.

Progress: 2004-2005 Grade 2 Proficiency Level > 2003-2004 Grade I pre-LAS/pre/IPT score

### **Progress for Grade 1**

A Grade 1 LEP student was considered to have made progress when the student's 2004-2005 LAS/IPT Oral score was greater than his/her pre-LAS/pre/IPT Oral score in kindergarten. LAS/IPT Grade 1 assessments do not have Reading and Writing levels. Pre-LAS and pre-IPT kindergarten assessments do not have Reading and Writing Levels.

### **Progress by Cohort**

The number of K-12 students in a Cohort with Kentucky Proficiency Levels in 2004-2005 for which there were individual student matches to Kentucky Proficiency Levels in 2003-2004 determined the N Count for Progress by Cohort. The percentage of Progress for each Cohort was computed by dividing the total number of LEP students in the cohort who made Progress (numerator) by the total Cohort N count (denominator).

$$\text{Percentage (\% ) of Progress by Cohort} = \frac{\text{\# Progressed LEP Students in Cohort}}{\text{Total Cohort N Count}}$$

### **Sufficient Size of Cohort**

A Cohort with a total of 10 or more LEP Students is considered to have sufficient size for accountability. A Cohort with less than 10 students does not have Sufficient Size and is not judged against the state progress goal for that Cohort. Therefore, the district does not have a Progress AMAO for that Cohort.

N/A = Cohort without sufficient size

### **Confidence Intervals (CI)**

The United States Department of Education (USDOE) allows construction of a confidence interval (CI) or error band around percentages of students. Confidence intervals are upper (high CI) and lower limits (low CI) that designate the statistical degree of confidence in the accountability measure. In this case, it is the percentage of Progress by Cohort based on the size (N count) of the Cohort. Confidence intervals are computed for all cohorts with N sizes of 10 or larger. Confidence intervals for student cohorts of *sufficient* size (10 or more students in the Cohort) were constructed using a single sample *t*-test. The confidence interval provides a test for whether or not the observed % Progress is statistically, significantly different from the AMAO at the 99% confidence level.

### **Meeting the Progress AMAO**

A district is considered to have MET the Progress AMAO for a Cohort (“Y” for Yes) if the state % Progress AMAO (goal) for that Cohort is the same as the district’s actual % of Progress by Cohort or is within the upper limit of the confidence interval (high CI%) for that district’s cohort.

For example:

The state cohort goal for Cohort 4 is 65%. The district actual percent progress was 48% for Cohort 4. The N size for Cohort 4 was 31 and the high CI was 73%. Since 73% is greater than the state Cohort 4 goal of 65 %, this district met Progress AMAO for Cohort 4.

A district is considered to have NOT MET the Progress AMAO for a Cohort (“N” for No) if the state % Progress AMAO (goal) for that Cohort is NOT the same as the districts actual % Progress by Cohort, or is ABOVE the upper limit (%) of the confidence interval for that district’s cohort.

## **Attainment Goal**

### **Grades 2-12**

Kentucky LEP students in Grades 2-12 whose summation of 10 or 11 for Oral, Reading and Writing proficiency levels on the LAS mapped onto the Attained (At) level on the state English Language Proficiency Standards were considered to have “attained” English language proficiency. Kentucky LEP students in Grades 2-12 whose summation of 9 for Oral, Reading and Writing proficiency levels on the IPT mapped onto the Attained (At) level on the state English Language Proficiency Standards were considered to have “attained” English language proficiency. The annual attainment goal (state or district) is the percentage of LEP students in each cohort who attained English language proficiency in 2004-2005.

**FOR THIS YEAR ONLY:** In cases where a student was missing one or more of the Oral, Reading, and/or Writing test component levels in 2004-2005 but had 2003-2004 (previous year) levels in those missing components of the assessment, the previous year levels were used for the summation calculations.

A student who has reached the Attained (At) level will continue to be included in the district cohorts’ Attainment percentages until he/she is officially exited from LEP status according to district policy.

### **Grades K-1**

Kentucky LEP students in Grades K-1 (Primary P-P2) whose Oral proficiency level on the Pre-LAS/LAS Oral or the Pre IPT/IPT Oral mapped onto the Attained (At) level on the state English Language Proficiency Standards were considered to have “attained” English language proficiency.

**FOR THIS YEAR ONLY:** In cases where a Grade 1 student had a missing Oral level for 2004-2005 but had an Oral level for 2003-2004 (previous year), the previous year level was used for the current year.

Attainment is achieved if the student has a pre-LAS/LAS level of 5 OR pre-IPT/IPT level of 3 based on the Oral assessment.

## **2004-2005 Attainment Protocol**

### **Attainment by Cohort**

The Number of K-12 LEP students in a Cohort with KY Proficiency Levels in 2004-2005 determined the N Count for Attainment by Cohort. Note that the N Count for Attainment may be different from the N Count for Progress for the same Cohort. The N Count for Attainment only includes the students tested and served this year, whereas the N Count for Progress only includes students who were served and tested in both 2003-2004 and 2004-2005.

The % Attainment for each Cohort is computed by dividing the total number of K-12 LEP students in the cohort who are considered to have Attained (At) proficiency (numerator) by the total Cohort N count (denominator).

$$\text{Percentage (\% ) of Attainment by Cohort} = \frac{\# \text{ Attained LEP Students in Cohort}}{\text{Total Cohort N Count}}$$

### **Sufficient Size of Cohort**

A Cohort with a total of 10 or more LEP students is considered to have sufficient size for accountability. A cohort with less than 10 students does not have Sufficient Size and is not judged against the state attainment goal for that cohort. Therefore, the district does not have an Attainment AMAO for that cohort.

N/A = Cohort without sufficient size

### **Confidence Intervals (CI)**

The United States Department of Education (USDOE) allows construction of a confidence interval (CI) or error band around percentages of students. Confidence intervals are upper (high

CI) and lower limits (low CI) that designate the statistical degree of confidence in the accountability measure (in this case, % Attainment by Cohort) based on the size (N) of the cohort. Confidence intervals are computed for all cohorts with N sizes of 10 or larger. Since N counts for Attainment are typically larger than N counts for Progress, their error band or confidence interval is smaller, and this decreases the range within which the Attainment AMAO considered to have been met.

Confidence intervals for student cohorts *of sufficient size* (10 or more students in the cohort) were constructed using a single sample *t*-test. The confidence interval provides a test for whether or not the observed % Attainment is statistically, significantly different from the AMAO at the 99% confidence level.

### **Meeting the Attainment AMAO**

A district is considered to have MET the Attainment AMAO for that cohort if the state % Attainment AMAO (goal) for that Cohort is the same as the district's actual % Progress by Cohort, or is within the upper limit (high CI%) of the confidence interval for that district's cohort.

For example:

The state attainment cohort goal for Cohort 2 is 18%. The district actual percent Progress was 8% for Cohort 2. The N size for Cohort 2 was 13 and the high CI was 32%. Since 32% is greater than the state Cohort 2 goal of 18%, this district met Attainment AMAO for Cohort 2.

A district is considered to have NOT MET the Attainment AMAO for that cohort if the state % Attainment AMAO (goal) for that Cohort is NOT the same as the district's actual % Attainment by Cohort, or is ABOVE the upper limit (%) of the confidence interval for that district's cohort.

**Sample**

**Title III English Language Proficiency  
Annual Measurable Achievement Objectives (AMAO)**

**2003-2004 State Report**





## Title III English Language Proficiency Annual Measurable Achievement Objectives (AMAO)

**2003 - 2004  
State Report**

### K-12 LEP Students with Formal Schooling

Annual Measurable Achievement Objectives	Cohorts: Years of Instruction					ALL
	1	2	3	4	5	
State Progress Goal	45%	50%	83%	65%	53%	
Cohort N	1891	1589	1262	922	1028	6692
% Progress (low CI, high CI)	45%(42,48)	67%(64,70)	58%(55,62)	49%(44,53)	38%(34,42)	52%
Met Progress AMAO	Y	Y	N	N	N	
State Attainment Goal	0%	5%	17%	25%	53%	
Cohort N	4689	1856	1440	1021	1193	10199
% Attainment (low CI, high CI)	7%(6,8)	18%(15,20)	29%(26,32)	39%(35,43)	46%(42,50)	20%
Met Attainment AMAO	Y	Y	Y	Y	N	

Not meeting AMAOs for one or more cohorts for progress or attainment is considered not having met AMAOs for the State.

### K-12 LEP Students with Limited or No Formal Schooling

Annual Measurable Achievement Objectives	Cohorts: Years of Instruction							ALL
	1	2	3	4	5	6	7	
State Progress Goal	50%	50%	50%	50%	50%	50%	50%	
Cohort N	136	62	52	15	9	2	3	279
% Progress (low CI, high CI)	53%(42,64)	65%(48,81)	56%(37,74)	73%(38,100)	n/a	n/a	n/a	57%
Met Progress AMAO	Y	Y	Y	Y	N/A	N/A	N/A	
State Attainment Goal	0%	0%	0%	0%	0%	50%	50%	
Cohort N	517	84	63	22	11	4	6	707
% Attainment (low CI, high CI)	3%(1,5)	10%(1,18)	21%(7,34)	18%(0,42)	9%(0,38)	n/a	n/a	6%
Met Attainment AMAO	Y	Y	Y	Y	Y	N/A	N/A	

Not meeting AMAOs for one or more cohorts for progress or attainment is considered not having met AMAOs for the State.